

School Improvement Plan - PL221 Version - 2009-2012

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Pettit Park School (2993)

Kokomo-Center Twp Con Sch Corp

Kokomo, IN

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>. The plan was developed with assistance from the:



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School Improvement Plan Introduction

Pettit Park School

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the Indiana Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- Indiana Student Achievement Institute
- PL221
- Title I Schoolwide

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

Those involved in developing this School Improvement Plan participated in a series of discussions related to the *Vision-to-Action* steps:

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
 - Academic expectations
 - Curriculum content
 - Instructional practices
 - Classroom assessment
 - Extra help
 - Student guidance
 - Learning environment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

Using Data for Decision-Marking

The Vision-to-Action process relies heavily on data as a foundation for decision-making.

1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Force Field Data – What conditions in the school and community interfere with high student achievement?
3. Strategy Data – Is the strategy having the desired impact on adults and students?

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy. We will also maintain an Implementation Binder for each strategy that contains the following documents:

1. Strategy Plan
2. Evidence that the strategy was implemented
3. Progress reports (containing strategy evaluation data)

Questions about the School Improvement Plan should be directed to the building principal.

Reviewer Guide

Indiana Public Law 221

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at www.asainstitute.org/publicsip. During the implementation of this plan, the school will be able to present a "School Improvement Implementation" binder including documentation that the strategies described in this plan were implemented as planned.

PL221 REQUIREMENT	Required	Location in this Plan
1 Description and location of curriculum	✓	Force Field Excerpt *
Titles and descriptions of assessment instruments to be used in addition to ISTEP+	✓	Force Field Excerpt *
2 Statement of mission, vision, or belief (suggested but not required)		Vision Statement
3 Summary of data derived from an assessment (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
4 Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
Conclusion - Parent involvement	✓	Strategy Summary (Strategy A)
Conclusion - Technology as a learning tool	✓	Strategy Summary (Strategy B)
Conclusion - Safe and discipline learning environment	✓	Strategy Summary (Strategy C)
Conclusion – Professional development	✓	Professional Development
5 Goal – Attendance rate	✓	Strategy Summary (Strategy D)
Goals - % meeting ISTEP Standards	✓	Academic Goals
Goals - % graduating (high schools only)	✓	Academic Goals
6 Specific areas where improvement is needed immediately	✓	Academic Goals Areas of Concern Strategies
7 Benchmarks for progress	✓	Academic Goals
8 Academic Honors Diploma and Core 40 – course offerings	✓	Strategy Summary (Strategy E)
Academic Honors Diploma and Core 40 – encouragement	✓	Strategy Summary (Strategy F)
9 Proposed interventions / strategies (suggested but not required)		Strategy Summary (All strategies)
10 Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency.	✓	Professional Development
11 Statutes and rules to be waived	✓	Force Field Excerpt *
12 Three (3) year time line for implementation, review, and revision	✓	Continuous Improvement Timeline To-Do List
13 Exceptional Learners – Gifted **	✓	Strategy Summary (Strategy G1)
14 Exceptional Learners – Special Education **	✓	Strategy Summary (Strategy G2)

* The full Force Field Report may be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip

** In 2006 DOE began asking schools to report how they were addressing the needs of exceptional learners on the DOE School Improvement Plan Review and Revise Report. Therefore, InSAI requires schools to create strategies to meet the needs of "exceptional learners." DOE defines exceptional learners as both "gifted" and "special education" students.

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan. The Steering Team facilitated discussions involving all teachers, all students, and community representatives including parents. Once these groups came to consensus on the Data Targets, Areas of Concern, and Strategies, strategy chairs and task forces were established to 1) develop a comprehensive implementation plan and 2) ensure that the plan is implemented next year.

Steering Team

- Sara Pyle - Parent/Guardian
- Cathy Radke - Teacher
- Claudette Renfro - Administrator
- Lyndsi Smith - Teacher
- Doug Vaughn - Community Representative (Business)
- Stacey Will - Teacher
- Kelly Wright - Teacher

Strategy Chairs

- Erica Edgar
- LaShanna Fuller
- Diana Heard
- Heather McAninch
- Cathy Radke
- Claudette Renfro
- Lyndsi Smith
- Stacey Will
- Kelly Wright

Community Council

- Kirk Daniels - Financial Advisor
- Michelle Lynn Davis - Yoga Instructor
- Mike Gaines - Manager
- Hattie Grimes
- Robert Holz - Owner
- Karon Lancaster - Paraprofessional
- Amy Lucas - Manager-CPA
- Amy Miller
- Bryan Miller
- Staci Pittman - Secretary
- Kim Priest - Para-professional, Special Ed.
- Maura Reed - Shift Manager
- John Rudy
- Brent Smith - General Manager
- Doug Vaughn
- Cierra Wisher-Williams - Head Start Teacher

Vision Statement

The Vision Statement was developed by all teachers, all students, and members of the community. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve. The third part of the vision statement describes the ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

We believe all students deserve:

All students deserve to be healthy by having their basic needs met. All students deserve to be safe by being accepted, valued and respected for who they are, and by providing a structured environment with clear expectations. All students deserve to be supported with the adequate time and resources that will ensure success. All students deserve to be engaged and challenged through a culture of high expectations and rigorous curriculum. Students deserve a clear and consistent environment that promotes lifelong learning with teachers and paraprofessionals who are well trained.

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:

All adults will provide a healthy support system that ensures basic needs are met, act as positive role models, and provide a loving and caring attitude. All adults will provide a safe environment by valuing each individual student and providing a respectful, structured environment free from threat with clear expectations. All adults will support students with a positive attitude that will meet individual student needs through time and resources. They will also encourage student effort and celebrate successes. All adults will engage and challenge students by providing a culture of high expectations, being well trained, promote lifelong learning with a rigorous curriculum that will prepare students for the real world and/or college.

In this environment where all adults are living by their core convictions, all students:

Students value themselves by making responsible, healthy decisions. They will arrive to school on time each day prepared to learn. Students display appropriate behaviors, peaceful problem solving, accept responsibility for their actions, and respect themselves and others in order to keep everyone safe. Students will know when and how to ask for help, they will support each other, and show good teamwork skills. Students will come to school ready and excited to learn, actively participate in classroom instruction, work collaboratively with peers, and will take pride in their work. Students will have knowledge of their own strengths and weakness in order to set goals for themselves. They will be confident in their abilities and take risks to actively pursue new learning. Students will display a positive attitude toward school, adults, and other students. Students will know the expectations expected of them and strive to reach the highest level of achievement.

As a result of these efforts, our school's student achievement data is as follows:

- % of students who pass ELA ISTEP+: 100%
- % of students who pass MATH ISTEP+: 100%
- % of students who make progress on ISTAR ELA: 100%
- % of students who make progress on ISTAR MATH: 100%
- % of students who read on or above grade level: 100%
- % of students who make Aâs and Bâs on report card: 100%
- % of students who pass IRDA: 100%

Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

1st grade girls - Master Vocabulary on IRDA Spring Assessment

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				50%		55%		75%		95%		100%

1st grade students - Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					63%	91%		95%		97%		100%

2nd grade males - Master Reading Comprehension on IRDA Spring Assessment

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					28%	55%		75%		95%		100%

2nd grade students - Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					65%	75%		85%		95%		100%

3rd grade students - Master Reading Comprehension on ISTEP (seat data)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	64%		59%		66%	76%		86%		96%		100%

3rd grade students - Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					72%	75%		85%		95%		100%

4th grade students - Master Reading Comprehension on ISTEP (seat data)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	80%		83%		61%	73%		83%		93%		100%

4th grade students - Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					68%	75%		85%		95%		100%

5th grade students - Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				70%		75%		85%		95%		100%

Kindergarten - Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					83%	85%		90%		95%		100%

Life Skill Students - % who make progress on IEP goals

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				60		70		80		90		100

Special Education Students - Pass ISTEP English/LA (AYP)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	55%	60%		65%		70%		75%		80%		100%

Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

Local Areas of Concern

Concern: Assessment Coordination

34% of students, 30% of parent, 37% of community and 38% of teachers disagree or do not know if assessments over the Indiana Academic Standards are given at least once each marking period.

Concern: Inclusion of Life Skills

As a school that houses students with moderate and severe disabilities, we felt that these students and teachers also needed a voice. This area of concern will help us put emphasis on these students who were not addressed in any other category.

Concern: Instruction Accountability

We noticed that our staff has some low expectations in some areas. Our principal also noticed some concerns regarding everyone being on the same page with instruction.

Required Areas of Concern

A. Parent Involvement

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Transition

M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

R2. Parent Right-to-Know Letter - Non-Qualified Teacher

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

W. Timely Additional Assistance

Strategies

After identifying areas of concern, teachers, students, parents, and community members researched proven strategies and selected strategies that our school and/or community will implement to impact our areas of concern. Local strategies are those identified by our teachers, students, parents, and community to address our areas of concern. Required strategies meet various state and/or federal regulations.

Local Strategies

Communication Strategies for Life Skill Students —

Teachers of Life Skill Students will implement communication strategies using Boardmaker to support IEP goals throughout the year.

Instruction Accountability —

Each teacher will follow grade level expectations for instruction on a daily basis. These expectations will be determined based on student needs, standards, balanced comprehensive literacy and math instruction, as well as teacher and administrator concerns. Teachers will be held accountable through lesson plans, walk-throughs, coaching sessions, and evaluations.

PK-12 Assessment Alignment —

PK-12 formative and summative assessments for reading, writing and mathematics will be reviewed and selected by KCS appointed committees consisting of district level administration, school level administration, and school strategy chairs. Staff will use assessment data to drive instruction and to monitor student progress. The district will coordinate the assessment alignment process which will begin in 2009-10 with reading and writing and continue in 2010-11 with mathematics. Each school needs to appoint a strategy chair to work on this district level strategy.

Reading Workshop with Guided Reading —

Teachers will continue to implement reading workshop daily in their classroom using the elements of Balanced Literacy. This will include daily mini lessons and guided reading at all grade levels.

Required Strategies

A. Parent Involvement: Communication with Parents —

Teachers and staff will improve communication with parents throughout the year. Our goal is for parents to be informed about school happenings and feel welcomed in our school community. Teachers and staff will work to communicate effectively and view parents as partners. We will begin by putting in place a parent involvement person who will help facilitate communication between parents and school. This person will send a school newsletter for monthly communication, offer volunteer opportunities for parents, and organize events like Back to School Night and One School, One Book to build a bridge between home and school.

F. Encourage Rigorous Curriculum: Curriculum Articulation —

PK-12 curriculum will be aligned vertically and horizontally for the content areas of mathematics, science, social studies, and English/language arts. KCS appointed committees consisting of district level administration, school level administration, and school strategy chairs will prepare curriculum frameworks and pacing guides for each content area. The district will coordinate the curriculum articulation process which will begin in 2009-10 as part of the textbook adoption process for mathematics and science. Curriculum articulation for English/language arts and social studies will continue during 2010-2011. Each school needs to appoint a strategy chair to work on this district level strategy

I. Focused Academic Area: Poetry —

Staff will incorporate themed poems school wide once per month. Poetry is used to extend language and literacy development. Students in grade K-5 will engage in a school wide poem to support development in vocabulary, pronunciation skills, memorization and an interdisciplinary approach to other curricular areas.

J. Instruction by Highly Qualified Teachers —

Pettit Park Elementary School will hire teachers only from the list of highly qualified teachers provided by the district office.

K. Attracting Highly Qualified Teachers —

The Kokomo Center Schools Human Resource Department, Title I Director and the school principal work together to interview and hire high quality teachers in schools with the greatest need. Interviews and informational programs are conducted throughout the state at universities and colleges with high quality education programs. An online application system provides easy access to high quality teachers throughout the country. During the hiring process, only high quality teachers are selected after extensive interviews, contacts with references, and reviews of academic records. The Public Relations Department has developed a brochure to attract high quality staff. The KCS district website provides valuable information for recruiting high quality staff. Individual school websites promote community relations and provide information to attract high quality staff. School and district newsletters attract high quality staff. Ongoing professional development during the school year and summer, including an intensive new teacher-training program attracts high quality staff. Extensive technology training and systems attract high quality staff.

L. Early Childhood Transition —

Kindergarten teachers will provide a Kindergarten Kamp before the beginning of the school year. This time will be used to help students and parents feel more comfortable about the upcoming year. It will be used to explain expectations to parents, meet the teachers, visit the classroom, and address questions or concerns that the parents may have. We will reach out to local area pre-schools by contacting them directly and sending flyers to ensure that we are reaching all possible new students and ensure making the transition into kindergarten easier. Our school district already provides support and transitions between our Head Start and kindergarten classrooms. Students that will be entering kindergarten in the fall from Head Start classrooms visit kindergarten classrooms at the end of the school year prior to their enrollment .

M. Parent Notice - Assessment Results —

Parents will receive assessment information in parent friendly language provided by teachers as it becomes available throughout the year.

Q. School-Parent Involvement Policy —

Staff will continue to use our Title 1 parent involvement policy that is provided by the district at registration. All parents will receive a copy upon registration. Each year, this plan will be reviewed at our annual Title 1 meeting to see if changes need to be made.

R1. Parent Right-to-Know Letter - Qualifications —

The Parent Right to Know Letter is printed in the Kokomo Center Schools Guide to Policies and Procedures handbook and is distributed to all parents by mail and during enrollment. This letter informs parents that they have the right to request and receive information in a timely manner regarding the professional qualifications of their student's classroom teacher. Parents are required to sign a form signifying they have received/read the information in the handbook, including the parent right to know letter.

R2. Parent Right-to-Know Letter - Non-Qualified Teacher —

The Parent Right to Know Letter is printed in the Kokomo Center Schools Guide to Policies and Procedures handbook and is distributed to all parents by mail and during enrollment. If at any time during the coming school year, a student is taught for four or more consecutive weeks by a teacher that is not highly qualified, parents will be notified by the school.

S. School-Parent Compact —

The school has developed a school-parent compact that outlines how parents, the entire school staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served to meet the State's student academic achievement standards. The school-parent compact is revised and reviewed annually by staff and parents. The compact is shared with parents and students in the registration packet.

T. Annual Parent Meeting —

The annual parent meeting will be held at the beginning of each school year. This meeting will be held at two different times to ensure that all parents will be able to attend. One meeting is held during the day and the other is held in the evening before one of our more popular parent-involvement activities. During the meeting, parents will be informed of all of the Title 1 information, ISTEP+ results, and given a time to voice their concerns, questions and/or comments.

U. Focused Student Group: Special Education —

Special Education Students will be mainstreamed into general education classrooms for all areas of instruction and provided differentiated instruction throughout the year. Teachers of students with learning disabilities and mild disabilities will go into the general education classroom to co-teach, support learning, and will pull out students for additional instruction when necessary. We believe that the special education students need to be taught with the same high expectations as the general education students.

W. Timely Additional Assistance: Homework Lab —

Staff and volunteers will provide a homework lab for students four times a week throughout the year. This time will be used to help students with understanding concepts, improving homework completion, and providing additional support to students.

Professional Development

Alignment with the School Improvement Plan: The Professional Development Plan is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educator's knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment. The amount of funding allocated for each professional development activity and the funding source is listed for each professional development activity.

Effective Learning Process: The Professional Development Plan was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies that identifies the degree to which the strategy has brought about a positive changes in adult practices.

Professional Growth Environment: Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

Communication Strategies for Life Skill Students

Professional Development Activity	Funding	Activity Purpose
<i>Closing the Gap National Conference</i>	Source: Pettit Park Funds/Del Rae Amount: \$3500	Information Skill Building
Brief Description	Intended Participants	Activity Format
Two LifeSkills (Severe/Moderate Special Education) teachers would attend the Closing the Gap Conference to gain knowledge of current best practices for working with life skills students.	Teachers	Presentation/Workshop

Instruction Accountability

Professional Development Activity	Funding	Activity Purpose
<i>Coaching</i>	Source: Title 1 Funds Amount: \$70,000	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Kelly and Lyndsi will provide coaching sessions for teachers who show a need based on lesson plans, principal walkthroughs, and grade level meetings.	Teachers	Talk to Study Group Peer Coaching Professional Reading Collaborative Problem Solving Action Research

Professional Development Activity	Funding	Activity Purpose
Balanced Math	Source: Professional Development Funds Amount: \$500.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Train new teachers on balanced math strategies as needed.	Teachers	Study Group Peer Coaching Professional Reading

Professional Development Activity	Funding	Activity Purpose
Comprehensive Balanced Literacy	Source: Title 1 Funds and Professional Development Funds Amount: \$500.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Train new teachers as needed in comprehensive balanced literacy strategies.	Teachers	Study Group Peer Coaching Professional Reading

A. Parent Involvement: Communication with Parents

Professional Development Activity	Funding	Activity Purpose
Book study of Choice Words by Peter Johnston	Source: None needed Amount: \$0	Skill Building
Brief Description	Intended Participants	Activity Format
Staff will study and discuss Choice Words at monthly meetings. This book will help us first communicate better and use our words effectively to teach. We will then use these same principles when talking with parents.	Teachers	Study Group

I. Focused Academic Area: Poetry

Professional Development Activity	Funding	Activity Purpose
Indiana State Reading Association Conference with Lester Laminack concerning poetry and fluency	Source: Title I Amount: \$300.00	Information
Brief Description	Intended Participants	Activity Format
Luncheon with Lester Laminack discussing the benefits of using poetry in the classroom to improve vocabulary and fluency.	Teachers Administrators	Presentation/Workshop

L. Early Childhood Transition

No professional development is needed for this strategy.

T. Annual Parent Meeting

No professional development is needed for this strategy.

U. Focused Student Group: Special Education

Professional Development Activity	Funding	Activity Purpose
<i>Co-Teaching/Team Teaching In-Service</i>	Source: Professional Development Amount: \$500.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Teachers within the corporation who are already participating in co-teaching in a successful program will come to Pettit Park and give a presentation/workshop about their success with co-teaching.	Teachers Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Resource Book</i>	Source: Professional Development Amount: \$150.00	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
This book highlights the benefits and challenges of co-teaching, addressing the NCLB requirements that all students have access to highly qualified teachers and the IDEA requirements that students with disabilities have access to the general ed. curriculum.	Teachers Administrators	Presentation/Workshop Study Group Peer Coaching Professional Reading Collaborative Problem Solving

W. Timely Additional Assistance: Homework Lab

No professional development is needed for this strategy.

Relationship Report -- Areas of Concern / Strategies / Data Targets

Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets. This report shows the following for each area of concern: 1) the achievement area(s) that are being negatively impacted by the concern and 2) the strategies we will implement to eliminate the concern. Basically, when we implement the strategies, the areas of concern should disappear. Once the areas of concern are gone, achievement should increase.

Local Areas of Concern

Concern: Assessment Coordination

Data Targets Influenced by This Concern:

- 1st grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 2nd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 3rd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 4th grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 5th grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- Kindergarten -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment

Strategies to Impact This Concern:

- PK-12 Assessment Alignment

Concern: Inclusion of Life Skills

Data Targets Influenced by This Concern:

- Life Skill Students -- % who make progress on IEP goals

Strategies to Impact This Concern:

- Communication Strategies for Life Skill Students

Concern: Instruction Accountability

Data Targets Influenced by This Concern:

- 1st grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 2nd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 3rd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 4th grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 5th grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- Kindergarten -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment

Strategies to Impact This Concern:

- Instruction Accountability
- F. Encourage Rigorous Curriculum: Curriculum Articulation

Required Areas of Concern

A. Parent Involvement (Title I)

Data Targets Influenced by This Concern:

- 3rd grade students -- Master Reading Comprehension on ISTEP (seat data)
- 4th grade students -- Master Reading Comprehension on ISTEP (seat data)
- Special Education Students -- Pass ISTEP English/LA (AYP)

Strategies to Impact This Concern:

- A. Parent Involvement: Communication with Parents

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- 1st grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 2nd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 3rd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 4th grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 5th grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- Kindergarten -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Curriculum Articulation

I. Focused Academic Area (PL221, Title I)

Data Targets Influenced by This Concern:

- 1st grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 2nd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 3rd grade students -- Master Reading Comprehension on ISTEP (seat data)
- 4th grade students -- Master Reading Comprehension on ISTEP (seat data)
- 5th grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- Kindergarten -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment

Strategies to Impact This Concern:

- Reading Workshop with Guided Reading
- I. Focused Academic Area: Poetry

J. Instruction by Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- Special Education Students -- Pass ISTEP English/LA (AYP)

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- Special Education Students -- Pass ISTEP English/LA (AYP)

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Transition (Title I)

Data Targets Influenced by This Concern:

- Kindergarten -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment

Strategies to Impact This Concern:

- L. Early Childhood Transition

M. Parent Notice - Assessment Results (Title I)

Data Targets Influenced by This Concern:

- 3rd grade students -- Master Reading Comprehension on ISTEP (seat data)
- 4th grade students -- Master Reading Comprehension on ISTEP (seat data)
- Special Education Students -- Pass ISTEP English/LA (AYP)

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy (Title I)

Data Targets Influenced by This Concern:

- 3rd grade students -- Master Reading Comprehension on ISTEP (seat data)
- 4th grade students -- Master Reading Comprehension on ISTEP (seat data)
- Special Education Students -- Pass ISTEP English/LA (AYP)

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications (Title I)

Data Targets Influenced by This Concern:

- 3rd grade students -- Master Reading Comprehension on ISTEP (seat data)
- 4th grade students -- Master Reading Comprehension on ISTEP (seat data)
- Special Education Students -- Pass ISTEP English/LA (AYP)

Strategies to Impact This Concern:

- R1. Parent Right-to-Know Letter - Qualifications

R2. Parent Right-to-Know Letter - Non-Qualified Teacher (Title I)

Data Targets Influenced by This Concern:

- 3rd grade students -- Master Reading Comprehension on ISTEP (seat data)
- 4th grade students -- Master Reading Comprehension on ISTEP (seat data)
- Special Education Students -- Pass ISTEP English/LA (AYP)

Strategies to Impact This Concern:

- R2. Parent Right-to-Know Letter - Non-Qualified Teacher

S. School-Parent Compact (Title I)

Data Targets Influenced by This Concern:

- 1st grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 2nd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 3rd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 4th grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 5th grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- Kindergarten -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (Title I)

Data Targets Influenced by This Concern:

- 3rd grade students -- Master Reading Comprehension on ISTEP (seat data)
- 4th grade students -- Master Reading Comprehension on ISTEP (seat data)
- Special Education Students -- Pass ISTEP English/LA (AYP)

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, Title I)

Data Targets Influenced by This Concern:

- 1st grade girls -- Master Vocabulary on IRDA Spring Assessment
- 2nd grade males -- Master Reading Comprehension on IRDA Spring Assessment
- Special Education Students -- Pass ISTEP English/LA (AYP)

Strategies to Impact This Concern:

- U. Focused Student Group: Special Education

W. Timely Additional Assistance (Title I)

Data Targets Influenced by This Concern:

- 3rd grade students -- Master Reading Comprehension on ISTEP (seat data)
- 4th grade students -- Master Reading Comprehension on ISTEP (seat data)
- Special Education Students -- Pass ISTEP English/LA (AYP)

Strategies to Impact This Concern:

- W. Timely Additional Assistance: Homework Lab

Force Field Excerpt

The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

Description and location of curriculum:	School Office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	1. DRA/Fountas & Pinnell Benchmark Kit - for determining reading levels in grades (K-5) 2. Indiana Reading Diagnostic Assessment- Reading assessment online from the state for assessing where students are in Language Arts grades (K-2) 3. STAR Reading - Online reading program assessing students reading skills in grades (3-5) 4. Acuity - Online program predicting students passing ISTEP, online help targeting needed skills, grades (2-5) 5. Running Records - Daily assessing students reading accuracy, comprehension, and fluency	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	We do not want to waive any rules or statutes at this time	Force Field Report G: Environment Additional Data #2
Program Consolidation Plan:	We do not consolidate funds, we coordinate programs.	Force Field Report G: Environment Additional Data #2

To-Do List

This to-do list includes implementation, professional development, anti-resistance, and evaluation action steps for each strategy and will serve as a road map as we implement our School Improvement Plan.

Report by strategy. Showing completed and yet-to-be-completed action steps.

Annual Parent Meeting

Sep 9, 2009: Mail Out Parent Invitation to Parent Meeting

Person: Claudette Renfro and Yolanda Ussery

Activity: Title 1 Annual Parent Meeting

Sep 17, 2009: Write Parent Survey, print out

Person: Stacey Will

Activity: Title 1 Annual Parent Meeting

Sep 24, 2009: Distribute the survey to parents asking them about school climate, willingness to volunteer, etc.

Person: Stacey Will

Activity: Parent Survey

Sep 24, 2009: Conduct Meeting Present Power Point to parents

Person: Stacey Will and Lyndsi Smith

Activity: Title 1 Annual Parent Meeting

Sep 24, 2009: Prepare Power Point for Meeting

Person: Stacey Will

Activity: Title 1 Annual Parent Meeting

Sep 24, 2009: Set Up Camera and Computer for Power Point

Person: Peggy Thurston

Activity: Title 1 Annual Parent Meeting

Sep 25, 2009: Send information from survey to all teachers and discuss as needed.

Person: Stacey Will

Activity: Parent Survey

Communication Strategies for Life Skill Students

Apr 30, 2009: Survey of Life Skills Teachers-asking who is using Board Maker

Person: Ruth

Activity: Collect baseline data

Aug 12, 2009: Create pictures for classroom use

Person: Cathy

Activity: Boardmaker

Aug 12, 2009: Duplicate and Laminate pictures for classroom use

Person: Cathy

Activity: Boardmaker

Aug 12, 2009: Use pictures for communication in classrooms

Person: Life Skills teachers

Activity: Boardmaker

Oct 1, 2009: Send a representative to national conference

Person: Cathy

Activity: Closing the Gap National Conference

Oct 30, 2009: Survey of life skills teachers asking who is using Board Maker and how familiar students are with it
Person: Ruth
Activity: Collect first semester/trimester follow up data

Apr 30, 2010: Survey of life skills teachers asking who is using Board Maker and how familiar students are with it.
Person: Ruth
Activity: Collect final semester/trimester follow up data

Early Childhood Transition

May 15, 2009: Create a craft and gather necessary materials.
Person: Andrea Bowlby
Activity: Kindergarten Kamp Activities

May 15, 2009: Create a schedule of events.
Person: Erica Edgar
Activity: Kindergarten Kamp Activities

May 15, 2009: Create parent and student handouts.
Person: Erica Edgar, Andrea Bowlby
Activity: Kindergarten Kamp Activities

May 22, 2009: Call local businesses for donations
Person: Andrea Bowlby
Activity: Funding and purchase of necessary supplies

May 22, 2009: Identify student names from local area pre-schools and Headstart.
Person: Andrea Bowlby
Activity: Invitations

May 22, 2009: Create a parent survey.
Person: Erica Edgar
Activity: Parent Surveys

May 29, 2009: Create invitations and reminders.
Person: Erica Edgar
Activity: Invitations

Jun 1, 2009: Purchase supplies.
Person: Andrea Bowlby, Erica Edgar
Activity: Funding and purchase of necessary supplies

Jul 13, 2009: Send invitations and reminders.
Person: Erica Edgar
Activity: Invitations

Aug 7, 2009: Decorate for Kindergarten Kamp.
Person: Andrea Bowlby, Erica Edgar
Activity: Funding and purchase of necessary supplies

Aug 21, 2009: Determine % of parents who indicate that they have a clear understanding of Kindergarten expectations (following Kindergarten Kamp).
Person: Erica Edgar
Activity: Collect baseline data

Focused Academic Area

Feb 24, 2009: Create teacher survey

Person: Lashanna Fuller

Activity: Survey

Mar 2, 2009: Determine % of teachers reporting monthly themed based poem incorporated into lessons plans.

Person: Lashanna Fuller

Activity: Collect baseline data

✓ **Mar 16, 2009:** Attend the Indiana State Poetry Conference

Person: Lashanna Fuller

Activity: Indiana State Reading Association Conference with Lester Laminack concerning poetry and fluency

Aug 10, 2009: Obtain poetry for schoolwide use

Person: Lashanna Fuller

Activity: Monthly Schoolwide Poetry

Sep 1, 2009: Copy poetry for all staff

Person: Lashanna Fuller

Activity: Monthly Schoolwide Poetry

Sep 1, 2009: Create a poster size print of the first months poem

Person: Lashanna Fuller

Activity: Monthly Schoolwide Poetry

Sep 1, 2009: Display the poem of the month poster at various places around the building

Person: Lashanna Fuller

Activity: Monthly Schoolwide Poetry

Sep 1, 2009: Distribute Poems to staff for classroom use.

Person: Lashanna Fuller

Activity: Monthly Schoolwide Poetry

Sep 18, 2009: Students will be given the opportunity to recite the monthly poem

Person: Claudette Renfro and Lashanna Fuller

Activity: Reciting Schoolwide Poetry

Oct 1, 2009: Create a poster size print of the poem for the month

Person: Lashanna Fuller

Activity: Monthly Schoolwide Poetry

Oct 1, 2009: Display the poem of the month poster at various places around the building

Person: Lashanna Fuller

Activity: Monthly Schoolwide Poetry

Oct 18, 2009: Students will be given the opportunity to recite the monthly poem

Person: Claudette Renfro and Lashanna Fuller

Activity: Reciting Schoolwide Poetry

Nov 1, 2009: Create a poster size print of the poem for the month

Person: Lashanna Fuller

Activity: Monthly Schoolwide Poetry

Nov 1, 2009: Display the poem of the month poster at various places around the building

Person: Lashanna Fuller

Activity: Monthly Schoolwide Poetry

Nov 2, 2009: Determine % of teachers reporting monthly themed based poem incorporated into lessons plans.

Person: Lashanna Fuller

Activity: Collect first semester/trimester follow up data

- Nov 18, 2009:** Students will be given the opportunity to recite the monthly poem
Person: Claudette Renfro and Lashanna Fuller
Activity: Reciting Schoolwide Poetry
- Dec 1, 2009:** Create a poster size print of the poem for the month
Person: Lashanna Fuller
Activity: Monthly Schoolwide Poetry
- Dec 1, 2009:** Display the poem of the month poster at various places around the building
Person: Lashanna Fuller
Activity: Monthly Schoolwide Poetry
- Dec 18, 2009:** Students will be given the opportunity to recite the monthly poem
Person: Claudette Renfro and Lashanna Fuller
Activity: Reciting Schoolwide Poetry
- Jan 1, 2010:** Create a poster size print of the poem for the month
Person: Lashanna Fuller
Activity: Monthly Schoolwide Poetry
- Jan 1, 2010:** Display the poem of the month poster at various places around the building
Person: Lashanna Fuller
Activity: Monthly Schoolwide Poetry
- Jan 18, 2010:** Students will be given the opportunity to recite the monthly poem
Person: Claudette Renfro and Lashanna Fuller
Activity: Reciting Schoolwide Poetry
- Feb 1, 2010:** Create a poster size print of the poem for the month
Person: Lashanna Fuller
Activity: Monthly Schoolwide Poetry
- Feb 1, 2010:** Display the poem of the month poster at various places around the building
Person: Lashanna Fuller
Activity: Monthly Schoolwide Poetry
- Feb 18, 2010:** Students will be given the opportunity to recite the monthly poem
Person: Claudette Renfro and Lashanna Fuller
Activity: Reciting Schoolwide Poetry
- Mar 1, 2010:** Create a poster size print of the poem for the month
Person: Lashanna Fuller
Activity: Monthly Schoolwide Poetry
- Mar 1, 2010:** Display the poem of the month poster at various places around the building
Person: Lashanna Fuller
Activity: Monthly Schoolwide Poetry
- Mar 2, 2010:** Determine % of teachers reporting monthly themed based poem incorporated into lessons plans.
Person: Lashanna Fuller
Activity: Collect final semester/trimester follow up data
- Mar 18, 2010:** Students will be given the opportunity to recite the monthly poem
Person: Claudette Renfro and Lashanna Fuller
Activity: Reciting Schoolwide Poetry
- Apr 1, 2010:** Create a poster size print of the poem for the month
Person: Lashanna Fuller
Activity: Monthly Schoolwide Poetry

Apr 1, 2010: Display the poem of the month poster at various places around the building

Person: Lashanna Fuller

Activity: Monthly Schoolwide Poetry

Apr 18, 2010: Students will be given the opportunity to recite the monthly poem

Person: Claudette Renfro and Lashanna Fuller

Activity: Reciting Schoolwide Poetry

May 1, 2010: Create a poster size print of the poem for the month

Person: Lashanna Fuller

Activity: Monthly Schoolwide Poetry

May 1, 2010: Display the poem of the month poster at various places around the building

Person: Lashanna Fuller

Activity: Monthly Schoolwide Poetry

May 18, 2010: Students will be given the opportunity to recite the monthly poem

Person: Claudette Renfro and Lashanna Fuller

Activity: Reciting Schoolwide Poetry

Focused Student Group

✓ **Mar 20, 2009:** Find you if there is money for someone to come in and talk about co-teaching/team teaching

Person: Diana Heard

Activity: Funding Research

✓ **Apr 2, 2009:** Teachers will be informed that special education students will be mainstreamed into their classrooms and there will be a survey coming to them in regards to their opinions and what they need to support the goals of this strategy.

Person: Diana Heard

Activity: Informational Meeting

✓ **Apr 13, 2009:** Develop and write teacher surveys

Person: Leaynn Dalton and Diana Heard

Activity: Teacher Survey

✓ **Apr 20, 2009:** A book called A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning by Villa, Thousand, and Nevin will be purchased for staff participating in co-teaching.

Person: Claudette Renfro

Activity: Resource Book

✓ **May 4, 2009:** Surveys to asses general education teacher needs for special education inclusion will be distributed to all teachers at Pettit Park.

Person: Diana Heard

Activity: Teacher Survey

✓ **May 5, 2009:** Training in co-teaching and team teaching will be offered to the staff at Pettit Park

Person: Diana Heard, Leaynn Dalton, Claudette Renfro

Activity: Co-Teaching/Team Teaching In-Service

May 15, 2009: General Education Survey

Person: Diana Heard and Leaynn Dalton

Activity: Collect baseline data

Aug 10, 2009: Time will be given on first day of school for discussion of expectations of co-teaching, review what was learned at in-service in May, and planning time for all teachers who are participating in co-teaching.

Person: Diana Heard, Leaynn Dalton, Claudette Renfro

Activity: Follow Up / Teacher Planning

Aug 17, 2009: Teachers participating in co-teaching will debrief once a week during their prep time to discuss what is working, what needs improvement, and what can be done differently. Notes will be taken and turned in weekly to Mrs. Renfro.

Person: Teachers participating in co-teaching

Nov 9, 2009: Surveys to assess general education teacher needs for special education inclusion will be distributed to all teachers at Pettit Park.

Person: Diana Heard

Activity: Teacher Survey

Nov 16, 2009: Teachers participating in co-teaching will debrief once a week during their prep time to discuss what is working, what needs improvement, and what can be done differently. Notes will be taken and turned in weekly to Mrs. Renfro.

Person: Teachers participating in co-teaching

Activity: Debriefing

Nov 23, 2009: Teachers participating in co-teaching will debrief once a week during their prep time to discuss what is working, what needs improvement, and what can be done differently. Notes will be taken and turned in weekly to Mrs. Renfro.

Person: Teachers participating in co-teaching

Activity: Debriefing

Nov 30, 2009: Teachers participating in co-teaching will debrief once a week during their prep time to discuss what is working, what needs improvement, and what can be done differently. Notes will be taken and turned in weekly to Mrs. Renfro.

Person: Teachers participating in co-teaching

Activity: Debriefing

Dec 7, 2009: Teachers participating in co-teaching will debrief once a week during their prep time to discuss what is working, what needs improvement, and what can be done differently. Notes will be taken and turned in weekly to Mrs. Renfro.

Person: Teachers participating in co-teaching

Activity: Debriefing

Dec 14, 2009: Teachers participating in co-teaching will debrief once a week during their prep time to discuss what is working, what needs improvement, and what can be done differently. Notes will be taken and turned in weekly to Mrs. Renfro.

Person: Teachers participating in co-teaching

Activity: Debriefing

Dec 18, 2009: General Education Survey

Person: Diana Heard and Leaynn Dalton

Activity: Collect first semester/trimester follow up data

Dec 21, 2009: Teachers participating in co-teaching will debrief once a week during their prep time to discuss what is working, what needs improvement, and what can be done differently. Notes will be taken and turned in weekly to Mrs. Renfro.

Person: Teachers participating in co-teaching

Activity: Debriefing

Dec 28, 2009: Teachers participating in co-teaching will debrief once a week during their prep time to discuss what is working, what needs improvement, and what can be done differently. Notes will be taken and turned in weekly to Mrs. Renfro.

Person: Teachers participating in co-teaching

Activity: Debriefing

Jan 4, 2010: Teachers participating in co-teaching will debrief once a week during their prep time to discuss what is working, what needs improvement, and what can be done differently. Notes will be taken and turned in weekly to Mrs. Renfro.

Person: Teachers participating in co-teaching

Activity: Debriefing

Jan 11, 2010: Teachers participating in co-teaching will debrief once a week during their prep time to discuss what is working, what needs improvement, and what can be done differently. Notes will be taken and turned in weekly to Mrs. Renfro.

Person: Teachers participating in co-teaching

Activity: Debriefing

Jan 18, 2010: Teachers participating in co-teaching will debrief once a week during their prep time to discuss what is working, what needs improvement, and what can be done differently. Notes will be taken and turned in weekly to Mrs. Renfro.

Person: Teachers participating in co-teaching

Activity: Debriefing

Jan 25, 2010: Teachers participating in co-teaching will debrief once a week during their prep time to discuss what is working, what needs improvement, and what can be done differently. Notes will be taken and turned in weekly to Mrs. Renfro.

Person: Teachers participating in co-teaching

Activity: Debriefing

Feb 1, 2010: Teachers participating in co-teaching will debrief once a week during their prep time to discuss what is working, what needs improvement, and what can be done differently. Notes will be taken and turned in weekly to Mrs. Renfro.

Person: Teachers participating in co-teaching

Activity: Debriefing

Feb 8, 2010: Teachers participating in co-teaching will debrief once a week during their prep time to discuss what is working, what needs improvement, and what can be done differently. Notes will be taken and turned in weekly to Mrs. Renfro.

Person: Teachers participating in co-teaching

Activity: Debriefing

Feb 15, 2010: Teachers participating in co-teaching will debrief once a week during their prep time to discuss what is working, what needs improvement, and what can be done differently. Notes will be taken and turned in weekly to Mrs. Renfro.

Person: Teachers participating in co-teaching

Activity: Debriefing

Feb 22, 2010: Teachers participating in co-teaching will debrief once a week during their prep time to discuss what is working, what needs improvement, and what can be done differently. Notes will be taken and turned in weekly to Mrs. Renfro.

Person: Teachers participating in co-teaching

Activity: Debriefing

Mar 1, 2010: Teachers participating in co-teaching will debrief once a week during their prep time to discuss what is working, what needs improvement, and what can be done differently. Notes will be taken and turned in weekly to Mrs. Renfro.

Person: Teachers participating in co-teaching

Activity: Debriefing

Mar 8, 2010: Teachers participating in co-teaching will debrief once a week during their prep time to discuss what is working, what needs improvement, and what can be done differently. Notes will be taken and turned in weekly to Mrs. Renfro.

Person: Teachers participating in co-teaching

Activity: Debriefing

Mar 15, 2010: Teachers participating in co-teaching will debrief once a week during their prep time to discuss what is working, what needs improvement, and what can be done differently. Notes will be taken and turned in weekly to Mrs. Renfro.

Person: Teachers participating in co-teaching

Activity: Debriefing

Mar 15, 2010: Surveys to assess general education teacher needs for special education inclusion will be distributed to all teachers at Pettit Park.

Person: Diana Heard

Activity: Teacher Survey

Mar 22, 2010: Teachers participating in co-teaching will debrief once a week during their prep time to discuss what is working, what needs improvement, and what can be done differently. Notes will be taken and turned in weekly to Mrs. Renfro.

Person: Teachers participating in co-teaching

Activity: Debriefing

Mar 29, 2010: Teachers participating in co-teaching will debrief once a week during their prep time to discuss what is working, what needs improvement, and what can be done differently. Notes will be taken and turned in weekly to Mrs. Renfro.

Person: Teachers participating in co-teaching

Activity: Debriefing

Apr 5, 2010: Teachers participating in co-teaching will debrief once a week during their prep time to discuss what is working, what needs improvement, and what can be done differently. Notes will be taken and turned in weekly to Mrs. Renfro.

Person: Teachers participating in co-teaching

Activity: Debriefing

Apr 12, 2010: Teachers participating in co-teaching will debrief once a week during their prep time to discuss what is working, what needs improvement, and what can be done differently. Notes will be taken and turned in weekly to Mrs. Renfro.

Person: Teachers participating in co-teaching

Activity: Debriefing

Apr 19, 2010: Teachers participating in co-teaching will debrief once a week during their prep time to discuss what is working, what needs improvement, and what can be done differently. Notes will be taken and turned in weekly to Mrs. Renfro.

Person: Teachers participating in co-teaching

Activity: Debriefing

Apr 26, 2010: Teachers participating in co-teaching will debrief once a week during their prep time to discuss what is working, what needs improvement, and what can be done differently. Notes will be taken and turned in weekly to Mrs. Renfro.

Person: Teachers participating in co-teaching

Activity: Debriefing

May 3, 2010: Teachers participating in co-teaching will debrief once a week during their prep time to discuss what is working, what needs improvement, and what can be done differently. Notes will be taken and turned in weekly to Mrs. Renfro.

Person: Teachers participating in co-teaching

Activity: Debriefing

May 10, 2010: Teachers participating in co-teaching will debrief once a week during their prep time to discuss what is working, what needs improvement, and what can be done differently. Notes will be taken and turned in weekly to Mrs. Renfro.

Person: Teachers participating in co-teaching

Activity: Debriefing

May 14, 2010: General Education Survey

Person: Diana Heard and Leaynn Dalton

Activity: Collect final semester/trimester follow up data

May 17, 2010: Teachers participating in co-teaching will debrief once a week during their prep time to discuss what is working, what needs improvement, and what can be done differently. Notes will be taken and turned in weekly to Mrs. Renfro.

Person: Teachers participating in co-teaching

Activity: Debriefing

May 17, 2010: Surveys to assess general education teacher needs for special education inclusion will be distributed to all teachers at Pettit Park.

Person: Diana Heard

Activity: Teacher Survey

Instruction Accountability

✓ **Feb 9, 2009:** Meet with grade level teams and principal to establish instructional expectations for 2009-2010 school year

Person: Lyndsi Smith

Activity: Prepare Expectations

Mar 9, 2009: Walk-thru/evaluation analysis

Person: Claudette Renfro

Activity: Collect baseline data

✓ **Apr 23, 2009:** Create survey for teachers

Person: Lyndsi Smith

Activity: Prepare Expectations

May 5, 2009: Teacher surveys

Person: Lyndsi Smith

Activity: Collect baseline data

May 6, 2009: Create walk-thru agenda

Person: Lyndsi Smith

Activity: Walk Thru

Aug 10, 2009: Train new teachers in comprehensive balanced literacy as needed

Person: Lyndsi Smith and Kelly Wright

Activity: Comprehensive Balanced Literacy

- Aug 10, 2009:** Meet with teachers to go over expectations
Person: Claudette Renfro, Lyndsi Smith, and Kelly Wright
Activity: Prepare Expectations
- Aug 17, 2009:** Train new teachers in balanced mathematics as needed
Person: Jon Serra and Kelly Wright
Activity: Balanced Math
- Aug 24, 2009:** Meet w/ Grade Level Teachers to establish expectations based on student needs, standards, balanced instructions, and teacher/administrator concerns
Person: Lyndsi Smith
Activity: Grade Level Meetings
- Sep 2, 2009:** Coaching cycle for teachers who need assistance as seen in lesson plans and principal walk-throughs.
Person: Lyndsi Smith and Kelly Wright
Activity: Coaching
- Sep 2, 2009:** Meet with teachers who show resistance based on principal walk-thrus and grade level discussion meetings
Person: Claudette Renfro, Lyndsi Smith and Kelly Wright
Activity: Coaching Cycle
- Sep 2, 2009:** Meet w/ Grade Level Teachers to establish expectations based on student needs, standards, balanced instructions, and teacher/administrator concerns
Person: Lyndsi Smith
Activity: Grade Level Meetings
- Sep 2, 2009:** Principal walk-thru to look for standards based and balance instruction.
Person: Claudette Renfro
Activity: Walk Thru
- Sep 14, 2009:** Train new teachers in comprehensive balanced literacy as needed
Person: Lyndsi Smith and Kelly Wright
Activity: Comprehensive Balanced Literacy
- Sep 21, 2009:** Train new teachers in balanced mathematics as needed
Person: Jon Serra and Kelly Wright
Activity: Balanced Math
- Sep 28, 2009:** Meet w/ Grade Level Teachers to establish expectations based on student needs, standards, balanced instructions, and teacher/administrator concerns
Person: Lyndsi Smith
Activity: Grade Level Meetings
- Oct 7, 2009:** Coaching cycle for teachers who need assistance as seen in lesson plans and principal walk-throughs.
Person: Lyndsi Smith and Kelly Wright
Activity: Coaching
- Oct 7, 2009:** Meet with teachers who show resistance based on principal walk-thrus and grade level discussion meetings
Person: Claudette Renfro, Lyndsi Smith and Kelly Wright
Activity: Coaching Cycle
- Oct 7, 2009:** Teachers will turn in lesson plans showing standards and balance instruction.
Person: Claudette Renfro
Activity: Lesson Plan Checks
- Oct 7, 2009:** Principal walk-thru to look for standards based and balance instruction.
Person: Claudette Renfro
Activity: Walk Thru
- Oct 12, 2009:** Train new teachers in comprehensive balanced literacy as needed
Person: Lyndsi Smith and Kelly Wright
Activity: Comprehensive Balanced Literacy

- Oct 19, 2009:** Train new teachers in balanced mathematics as needed
Person: Jon Serra and Kelly Wright
Activity: Balanced Math
- Oct 26, 2009:** Meet w/ Grade Level Teachers to establish expectations based on student needs, standards, balanced instructions, and teacher/administrator concerns
Person: Lyndsi Smith
Activity: Grade Level Meetings
- Nov 4, 2009:** Coaching cycle for teachers who need assistance as seen in lesson plans and principal walk-throughs.
Person: Lyndsi Smith and Kelly Wright
Activity: Coaching
- Nov 4, 2009:** Meet with teachers who show resistance based on principal walk-thrus and grade level discussion meetings
Person: Claudette Renfro, Lyndsi Smith and Kelly Wright
Activity: Coaching Cycle
- Nov 4, 2009:** Teachers will turn in lesson plans showing standards and balance instruction
Person: Claudette Renfro
Activity: Lesson Plan Checks
- Nov 4, 2009:** Principal walk-thru to look for standards based and balance instruction.
Person: Claudette Renfro
Activity: Walk Thru
- Nov 9, 2009:** Train new teachers in comprehensive balanced literacy as needed
Person: Lyndsi Smith and Kelly Wright
Activity: Comprehensive Balanced Literacy
- Nov 16, 2009:** Train new teachers in balanced mathematics as needed
Person: Jon Serra and Kelly Wright
Activity: Balanced Math
- Nov 23, 2009:** Meet w/ Grade Level Teachers to establish expectations based on student needs, standards, balanced instructions, and teacher/administrator concerns
Person: Lyndsi Smith
Activity: Grade Level Meetings
- Dec 2, 2009:** Coaching cycle for teachers who need assistance as seen in lesson plans and principal walk-throughs.
Person: Lyndsi Smith and Kelly Wright
Activity: Coaching
- Dec 2, 2009:** Meet with teachers who show resistance based on principal walk-thrus and grade level discussion meetings
Person: Claudette Renfro, Lyndsi Smith and Kelly Wright
Activity: Coaching Cycle
- Dec 2, 2009:** Teachers will turn in lesson plans showing standards and balance instruction
Person: Claudette Renfro
Activity: Lesson Plan Checks
- Dec 2, 2009:** Principal walk-thru to look for standards based and balance instruction.
Person: Claudette Renfro
Activity: Walk Thru
- Dec 10, 2009:** Survey teachers on implementation of instructional expectations
Person: Lyndsi Smith
Activity: Collect first semester/trimester follow up data
- Dec 10, 2009:** Walk-thru of classrooms
Person: Claudette Renfro
Activity: Collect first semester/trimester follow up data

- Dec 14, 2009:** Train new teachers in comprehensive balanced literacy as needed
Person: Lyndsi Smith and Kelly Wright
Activity: Comprehensive Balanced Literacy
- Dec 21, 2009:** Train new teachers in balanced mathematics as needed
Person: Jon Serra and Kelly Wright
Activity: Balanced Math
- Jan 6, 2010:** Coaching cycle for teachers who need assistance as seen in lesson plans and principal walk-throughs.
Person: Lyndsi Smith and Kelly Wright
Activity: Coaching
- Jan 6, 2010:** Meet with teachers who show resistance based on principal walk-thrus and grade level discussion meetings
Person: Claudette Renfro, Lyndsi Smith and Kelly Wright
Activity: Coaching Cycle
- Jan 6, 2010:** Teachers will turn in lesson plans showing standards and balance instruction
Person: Claudette Renfro
Activity: Lesson Plan Checks
- Jan 6, 2010:** Principal walk-thru to look for standards based and balance instruction.
Person: Claudette Renfro
Activity: Walk Thru
- Jan 11, 2010:** Train new teachers in comprehensive balanced literacy as needed
Person: Lyndsi Smith and Kelly Wright
Activity: Comprehensive Balanced Literacy
- Jan 18, 2010:** Train new teachers in balanced mathematics as needed
Person: Jon Serra and Kelly Wright
Activity: Balanced Math
- Jan 25, 2010:** Meet w/ Grade Level Teachers to establish expectations based on student needs, standards, balanced instructions, and teacher/administrator concerns
Person: Lyndsi Smith
Activity: Grade Level Meetings
- Feb 3, 2010:** Coaching cycle for teachers who need assistance as seen in lesson plans and principal walk-throughs.
Person: Lyndsi Smith and Kelly Wright
Activity: Coaching
- Feb 3, 2010:** Meet with teachers who show resistance based on principal walk-thrus and grade level discussion meetings
Person: Claudette Renfro, Lyndsi Smith and Kelly Wright
Activity: Coaching Cycle
- Feb 3, 2010:** Teachers will turn in lesson plans showing standards and balance instruction
Person: Claudette Renfro
Activity: Lesson Plan Checks
- Feb 3, 2010:** Principal walk-thru to look for standards based and balance instruction.
Person: Claudette Renfro
Activity: Walk Thru
- Feb 8, 2010:** Train new teachers in comprehensive balanced literacy as needed
Person: Lyndsi Smith and Kelly Wright
Activity: Comprehensive Balanced Literacy
- Feb 15, 2010:** Train new teachers in balanced mathematics as needed
Person: Jon Serra and Kelly Wright
Activity: Balanced Math

Feb 22, 2010: Meet w/ Grade Level Teachers to establish expectations based on student needs, standards, balanced instructions, and teacher/administrator concerns

Person: Lyndsi Smith

Activity: Grade Level Meetings

Mar 3, 2010: Coaching cycle for teachers who need assistance as seen in lesson plans and principal walk-throughs.

Person: Lyndsi Smith and Kelly Wright

Activity: Coaching

Mar 3, 2010: Meet with teachers who show resistance based on principal walk-thrus and grade level discussion meetings

Person: Claudette Renfro, Lyndsi Smith and Kelly Wright

Activity: Coaching Cycle

Mar 3, 2010: Teachers will turn in lesson plans showing standards and balance instruction

Person: Claudette Renfro

Activity: Lesson Plan Checks

Mar 3, 2010: Principal walk-thru to look for standards based and balance instruction.

Person: Claudette Renfro

Activity: Walk Thru

Mar 8, 2010: Train new teachers in comprehensive balanced literacy as needed

Person: Lyndsi Smith and Kelly Wright

Activity: Comprehensive Balanced Literacy

Mar 10, 2010: Meet with grade level teams and principal to decide changes for the 2010-2011 school year.

Person: Lyndsi Smith

Activity: Prepare Expectations

Mar 15, 2010: Train new teachers in balanced mathematics as needed

Person: Jon Serra and Kelly Wright

Activity: Balanced Math

Mar 22, 2010: Meet w/ Grade Level Teachers to establish expectations based on student needs, standards, balanced instructions, and teacher/administrator concerns

Person: Lyndsi Smith

Activity: Grade Level Meetings

Apr 7, 2010: Coaching cycle for teachers who need assistance as seen in lesson plans and principal walk-throughs.

Person: Lyndsi Smith and Kelly Wright

Activity: Coaching

Apr 7, 2010: Meet with teachers who show resistance based on principal walk-thrus and grade level discussion meetings

Person: Claudette Renfro, Lyndsi Smith and Kelly Wright

Activity: Coaching Cycle

Apr 7, 2010: Teachers will turn in lesson plans showing standards and balance instruction

Person: Claudette Renfro

Activity: Lesson Plan Checks

Apr 7, 2010: Principal walk-thru to look for standards based and balance instruction.

Person: Claudette Renfro

Activity: Walk Thru

Apr 12, 2010: Train new teachers in comprehensive balanced literacy as needed

Person: Lyndsi Smith and Kelly Wright

Activity: Comprehensive Balanced Literacy

Apr 19, 2010: Train new teachers in balanced mathematics as needed

Person: Jon Serra and Kelly Wright

Activity: Balanced Math

Apr 22, 2010: Survey teachers on implementation of instructional expectations

Person: Lyndsi Smith

Activity: Collect final semester/trimester follow up data

Apr 22, 2010: Walk-thru of classrooms

Person: Claudette Renfro

Activity: Collect final semester/trimester follow up data

Apr 26, 2010: Meet w/ Grade Level Teachers to establish expectations based on student needs, standards, balanced instructions, and teacher/administrator concerns

Person: Lyndsi Smith

Activity: Grade Level Meetings

Parent Involvement

Apr , 2009: Explore www.readtothem.org to plan a school wide reading program for next school year. This will include every teacher, staff member, student, and family reading the same book over the course of a month.

Person: Kelly and Stacey

Activity: One Book One School

Apr , 2009: Research resources for One Book/One School

Person: Kelly and Stacey

Activity: One Book One School

Apr 30, 2009: Survey parents to determine % of parents who 1) feel informed and 2) feel welcomed.

Person: Kelly Wright

Activity: Collect baseline data

May , 2009: Organize book study for next school year

Person: Kelly and Claudette

Activity: Book study of Choice Words by Peter Johnston

May , 2009: Plan book study for next school year

Person: Kelly and Claudette

Activity: Book Study of Working with Parents by Ruby Paine

May , 2009: Meet with PTO President to coordinate efforts

Person: Kelly

Activity: Parent Volunteers

May 7, 2009: Organize and Plan Back to School Night

Person: Kelly

Activity: Welcome Back to School Night

Aug , 2009: Order books for One Book/One School

Person: Kelly and Stacey

Activity: One Book One School

Aug , 2009: Share One Book/One School ideas schedule with staff

Person: Kelly and Stacey

Activity: One Book One School

Aug , 2009: Recruit parent volunteers at open house

Person: Kelly

Activity: Parent Volunteers

Aug 10, 2009: Set up Booth at Back to School Night to promote One Book/One School and announce the title.

Person: Kelly and Stacey

Activity: One Book One School

Aug 10, 2009: Set up booth at back to school night
Person: Kelly
Activity: Parent Volunteers

Aug 10, 2009: Back to School Night
Person: Kelly and Staff
Activity: Welcome Back to School Night

Aug 14, 2009: Recruit volunteer opportunities from teachers
Person: Kelly
Activity: Parent Volunteers

Aug 20, 2009: Conduct book study during staff meetings
Person: Kelly and Claudette
Activity: Book study of Choice Words by Peter Johnston

Aug 24, 2009: Advertise for parent volunteers in newsletter
Person: Kelly
Activity: Parent Volunteers

Aug 24, 2009: Send home School Newsletter
Person: Kelly
Activity: School Newsletter

Aug 28, 2009: Organize volunteers and make assignments
Person: Kelly
Activity: Parent Volunteers

Sep 20, 2009: Conduct book study during staff meetings
Person: Kelly and Claudette
Activity: Book study of Choice Words by Peter Johnston

Sep 28, 2009: Send home School Newsletter
Person: Kelly
Activity: School Newsletter

Oct 20, 2009: Conduct book study during staff meetings
Person: Kelly and Claudette
Activity: Book study of Choice Words by Peter Johnston

Oct 20, 2009: Conduct book study during staff meeting in 09-10 school year
Person: Kelly and Claudette
Activity: Book Study of Working with Parents by Ruby Paine

Oct 24, 2009: Distribute books(one per family) along with information and the first week's assignments and activities at parent conferences.
Person: Teachers
Activity: One Book One School

Oct 26, 2009: Ask trivia questions daily from the previous night's reading on the school-wide announcements
Person: Claudette
Activity: One Book One School

Oct 26, 2009: Conduct discussions in classrooms daily about the previous night's readings
Person: Teachers
Activity: One Book One School

Oct 26, 2009: Hand out One Book/One School Assignments and activities
Person: Kelly and staff
Activity: One Book One School

- Oct 26, 2009:** Send home School Newsletter
Person: Kelly
Activity: School Newsletter
- Nov 2, 2009:** Ask trivia questions daily from the previous night's reading on the school-wide announcements
Person: Claudette
Activity: One Book One School
- Nov 2, 2009:** Conduct discussions in classrooms daily about the previous night's readings
Person: Teachers
Activity: One Book One School
- Nov 2, 2009:** Hand out One Book/One School Assignments and activities
Person: Kelly and staff
Activity: One Book One School
- Nov 9, 2009:** Ask trivia questions daily from the previous night's reading on the school-wide announcements
Person: Claudette
Activity: One Book One School
- Nov 9, 2009:** Conduct discussions in classrooms daily about the previous night's readings
Person: Teachers
Activity: One Book One School
- Nov 9, 2009:** Hand out One Book/One School Assignments and activities
Person: Kelly and staff
Activity: One Book One School
- Nov 16, 2009:** Ask trivia questions daily from the previous night's reading on the school-wide announcements
Person: Claudette
Activity: One Book One School
- Nov 16, 2009:** Conduct discussions in classrooms daily about the previous night's readings
Person: Teachers
Activity: One Book One School
- Nov 16, 2009:** Hand out One Book/One School Assignments and activities
Person: Kelly and staff
Activity: One Book One School
- Nov 20, 2009:** Conduct book study during staff meetings
Person: Kelly and Claudette
Activity: Book study of Choice Words by Peter Johnston
- Nov 20, 2009:** Conduct book study during staff meeting in 09-10 school year
Person: Kelly and Claudette
Activity: Book Study of Working with Parents by Ruby Paine
- Nov 23, 2009:** Ask trivia questions daily from the previous night's reading on the school-wide announcements
Person: Claudette
Activity: One Book One School
- Nov 23, 2009:** Conduct discussions in classrooms daily about the previous night's readings
Person: Teachers
Activity: One Book One School
- Nov 23, 2009:** Hand out One Book/One School Assignments and activities
Person: Kelly and staff
Activity: One Book One School

- Nov 23, 2009:** Survey parents about One Book/One School to see its effectiveness
Person: Kelly
Activity: One Book One School
- Nov 23, 2009:** Wrap up book with school wide event (TBA depending on the book selected)
Person: Kelly, Stacey, and Staff
Activity: One Book One School
- Nov 23, 2009:** Send home School Newsletter
Person: Kelly
Activity: School Newsletter
- Dec 10, 2009:** Survey parents to determine % of parents who 1) feel informed and 2) feel welcomed.
Person: Kelly Wright
Activity: Collect first semester/trimester follow up data
- Dec 16, 2009:** Send home School Newsletter
Person: Kelly
Activity: School Newsletter
- Dec 20, 2009:** Conduct book study during staff meeting in 09-10 school year
Person: Kelly and Claudette
Activity: Book Study of Working with Parents by Ruby Paine
- Jan 20, 2010:** Conduct book study during staff meeting in 09-10 school year
Person: Kelly and Claudette
Activity: Book Study of Working with Parents by Ruby Paine
- Jan 25, 2010:** Send home School Newsletter
Person: Kelly
Activity: School Newsletter
- Feb 20, 2010:** Conduct book study at Staff Meeting
Person: Kelly and Claudette
Activity: Book Study of Working with Parents by Ruby Paine
- Feb 22, 2010:** Send home School Newsletter
Person: Kelly
Activity: School Newsletter
- Mar 22, 2010:** Send home School Newsletter
Person: Kelly
Activity: School Newsletter
- Apr 26, 2010:** Send home School Newsletter
Person: Kelly
Activity: School Newsletter
- Apr 30, 2010:** Survey parents to determine % of parents who 1) feel informed and 2) feel welcomed.
Person: Kelly Wright
Activity: Collect final semester/trimester follow up data

Timely Additional Assistance

- Jun 1, 2009:** Identify how the after school homework program will be funded
Person: Claudette Renfro
Activity: Find funding
- Aug 5, 2009:** Send a newsletter to families advertising after school homework program
Person: Heather McAninch
Activity: Advertising

- Aug 11, 2009:** Come up with a list of expectations/responsibilities for staff member in charge during after school homework program
Person: Claudette Renfro
Activity: Homework Lab Expectations
- Aug 11, 2009:** Come up with a list of expectations/responsibilities for students during after school homework program
Person: Heather McAninch
Activity: Homework Lab Expectations
- Aug 11, 2009:** Come up with expectations/responsibilities for family/community volunteers
Person: Kelly Wright
Activity: Homework Lab Expectations
- Aug 11, 2009:** Determine how many students may attend each session of the after school homework program
Person: Claudette Renfro
Activity: Identify Students for the Homework Lab
- Aug 11, 2009:** determine how students will be selected to attend after school homework program
Person: Heather McAninch
Activity: Identify Students for the Homework Lab
- Aug 11, 2009:** Identify where (inside our building) the after school homework program will be held
Person: Claudette Renfro
Activity: Location
- Aug 11, 2009:** Plan meeting for family/community volunteers to inform them of the details about after school homework program
Person: Kelly Wright
Activity: Share Homework Lab Information with Teachers and Parent/Community Volunteers
- Aug 11, 2009:** plan meeting for staff to inform them of the details about after school homework program
Person: Heather McAninch
Activity: Share Homework Lab Information with Teachers and Parent/Community Volunteers
- Aug 11, 2009:** Identify staff member(s) who will be working with students during the after school homework program for the month of August
Person: Claudette Renfro
Activity: Staffing
- Aug 13, 2009:** Train staff volunteers on responsibilities during after school homework program
Person: Heather McAninch
Activity: Volunteer Training
- Aug 17, 2009:** advertise after school homework program to students
Person: Heather McAninch
Activity: Advertising
- Aug 17, 2009:** Identify parent/ community member volunteers who will assist during after school homework program during the month of August
Person: Kelly Wright
Activity: Staffing
- Aug 20, 2009:** Train family/community on responsibilities during after school homework program
Person: Kelly Wright
Activity: Volunteer Training
- Sep 1, 2009:** Notify students and their parents that they have been selected to participate in the Homework Lab
Person: Claudette Renfro
Activity: Identify Students for the Homework Lab

Sep 5, 2009: Send a newsletter to families advertising after school homework program

Person: Heather McAninch

Activity: Advertising

Sep 7, 2009: Identify parent/ community member volunteers who will assist during after school homework program during the month of September

Person: Kelly Wright

Activity: Staffing

Sep 7, 2009: Identify staff members who will volunteer to assist during after school homework program during the month of September

Person: Heather McAninch

Activity: Staffing

Sep 17, 2009: advertise after school homework program to students

Person: Heather McAninch

Activity: Advertising

Oct 5, 2009: Send a newsletter to families advertising after school homework program

Person: Heather McAninch

Activity: Advertising

Oct 5, 2009: Identify parent/ community member volunteers who will assist during after school homework program during the month of October

Person: Kelly Wright

Activity: Staffing

Oct 5, 2009: Identify staff members who will volunteer to assist during after school homework program during the month of October

Person: Heather McAninch

Activity: Staffing

Oct 17, 2009: advertise after school homework program to students

Person: Heather McAninch

Activity: Advertising

Nov 2, 2009: Identify parent/ community member volunteers who will assist during after school homework program during the month of November

Person: Kelly Wright

Activity: Staffing

Nov 2, 2009: Identify staff members who will volunteer to assist during after school homework program during the month of November

Person: Heather McAninch

Activity: Staffing

Nov 5, 2009: Send a newsletter to families advertising after school homework program

Person: Heather McAninch

Activity: Advertising

Nov 17, 2009: advertise after school homework program to students

Person: Heather McAninch

Activity: Advertising

Dec 5, 2009: Send a newsletter to families advertising after school homework program

Person: Heather McAninch

Activity: Advertising

Dec 7, 2009: Identify parent/ community member volunteers who will assist during after school homework program during the month of December

Person: Kelly Wright

Activity: Staffing

Dec 7, 2009: Identify staff members who will volunteer to assist during after school homework program during the month of December

Person: Heather McAninch
Activity: Staffing

Dec 17, 2009: advertise after school homework program to students

Person: Heather McAninch
Activity: Advertising

Jan 4, 2010: Identify parent/ community member volunteers who will assist during after school homework program during the month of January

Person: Kelly Wright
Activity: Staffing

Jan 4, 2010: Identify staff members who will volunteer to assist during after school homework program during the month of January

Person: Heather McAninch
Activity: Staffing

Jan 5, 2010: Send a newsletter to families advertising after school homework program

Person: Heather McAninch
Activity: Advertising

Jan 17, 2010: advertise after school homework program to students

Person: Heather McAninch
Activity: Advertising

Feb 1, 2010: Identify parent/ community member volunteers who will assist during after school homework program during the month of February

Person: Kelly Wright
Activity: Staffing

Feb 1, 2010: Identify staff members who will volunteer to assist during after school homework program during the month of February

Person: Heather McAninch
Activity: Staffing

Feb 5, 2010: Send a newsletter to families advertising after school homework program

Person: Heather McAninch
Activity: Advertising

Feb 17, 2010: advertise after school homework program to students

Person: Heather McAninch
Activity: Advertising

Mar 1, 2010: Identify parent/ community member volunteers who will assist during after school homework program during the month of March

Person: Kelly Wright
Activity: Staffing

Mar 1, 2010: Identify staff members who will volunteer to assist during after school homework program during the month of March

Person: Heather McAninch
Activity: Staffing

Mar 5, 2010: Send a newsletter to families advertising after school homework program

Person: Heather McAninch
Activity: Advertising

Mar 17, 2010: advertise after school homework program to students

Person: Heather McAninch

Activity: Advertising

Apr 5, 2010: Send a newsletter to families advertising after school homework program

Person: Heather McAninch

Activity: Advertising

Apr 5, 2010: Identify parent/ community member volunteers who will assist during after school homework program during the month of April

Person: Kelly Wright

Activity: Staffing

Apr 5, 2010: Identify staff members who will volunteer to assist during after school homework program during the month of April

Person: Heather McAninch

Activity: Staffing

Apr 17, 2010: advertise after school homework program to students

Person: Heather McAninch

Activity: Advertising

May 3, 2010: Identify parent/ community member volunteers who will assist during after school homework program during the month of May

Person: Kelly Wright

Activity: Staffing

May 3, 2010: Identify staff members who will volunteer to assist during after school homework program during the month of May

Person: Heather McAninch

Activity: Staffing

May 5, 2010: Send a newsletter to families advertising after school homework program

Person: Heather McAninch

Activity: Advertising

May 17, 2010: advertise after school homework program to students

Person: Heather McAninch

Activity: Advertising

Continuous Improvement Timeline

	First Year Schools	Second Year Schools	Third Year and Beyond Schools
Oct	<p>Session 1: <u>Getting Started</u> <i>Local Mtgs: Rationale for Change</i></p>	<p>New Steering Team Member (optional) Session 1: <u>Improvement Plan Implementation</u></p>	<p>New Steering Team Member (optional) Session 1: <u>Kick-Off / Monitoring / Mentoring</u></p>
Nov	<p><u>Session 2 Visioning</u> <u>Tech Training 1</u> (two people per school) <i>Local Mtgs: Visioning</i></p>	<p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i></p>	<p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i></p>
Dec	<p>Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i></p>		<p>Session 2: <u>SIP Evaluation & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p>
Jan	<p>Session 4: <u>Areas of Concern & Research Assignments</u> <i>Local Mtgs: Areas of Concern</i></p>	<p>Session 2: <u>SIP Review & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p>	
	<p>Session 5:</p>		
Feb 3	<p>Session 6: <u>InSAI Conference on Learning</u> <i>Strategy Research Group Meetings: Local Mtgs – Strategy Selection</i></p>	<p><u>InSAI Conference on Learning</u> (optional)</p>	<p><u>InSAI Conference on Learning</u> (optional)</p>
Feb / Mar	<p>Session 7: (strategy chairs only) <u>Strategy Plans</u> <u>Tech Training 2</u> (two people per school) <i>Strategy Task Force Mtg – Strategy Plans</i></p>	<p>Session 3 (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i></p>	<p>Session 3: (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i></p>
Apr	<p><i>1st Fri. in April: All submissions due online</i></p>	<p><i>1st Fri. in April: All submissions due online</i></p>	<p><i>1st Fri. in April: All submissions due online</i></p>
	<p>Session 7: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p>
May	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>